Contextual Education as a Condition for the Development of Professional Qualities of a Manager

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ABSTRACT

The article is devoted to the review of the problem of development of professional qualities of a manager; it defines contextual education for the purposes of formation of the qualities of a future manager and highlights reasonable characteristics of contextual education as the most effective conditions for the development of professional qualities and abilities of a future manager. It identifies positive shifts in the application of contextual education at higher education institutions and defines the main steps of the teacher in order to implement the context-based educational approach in future managers education.

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1. Introduction

The increasingly complex social problems require from educational systems more effective approaches to the choice of means of influence on the professional development of the individual at all levels (Magera, 2016). However, education cannot meet the needs of a modern changing world. The problem of education as the main driving component for productive power formation has become the subject of political and scientific interest. Professional education must be oriented on the qualified professionals who are able to perform their professional functions qualitatively (Vlasenko, Pryadko, 2016; Savina 2015; Shnyrenkov, Pryadko, 2015).

The analysis of psychological and pedagogical researches on the problem of training managers for professional activities allowed to determine the contradiction between the requirements to the high-quality professional level of a manager of an organization and insufficiency in professional qualities of a future manager who is capable of effectively managing production procedure. The discrepancy between the theoretically justified arguments of high-quality preparation of managers for professional activity in higher education institutions and the existing qualities of the personality of the future manager determined the problem of our research.

The development of professional skills of a specialist, including a manager, who is capable of building his professional activity in cooperation with other people and managing them, is caused by the contradiction between the new requirements imposed on the management sphere by the society and the practice of using innovative models and concepts in education (Romanova, 2016; Khripko, 2017; Magera, 2017).

Contradictions may be overcome through professional training of a manager in the way that ensures the collective character of the upcoming professional activity, through the development of personal qualities and
abilities of a specialist (Ishkov, 2014), and through the need for the systematic use of knowledge and skills in future work activities (Leontev, 2018). An analysis of theoretical developments of scientists indicated that contextual education could act as such training (Verbitsky, 2006; Kalashnikov, 2012; Verkhova, 2009).

The content of the work of an organization management specialist is determined by a set of specific rules corresponding to a particular position, the management level, and to the organization itself, that is, the role that he/she plays in the course of his/her professional activity. Since the specialist's educational level depends on the conditions laid down in education, the problem and subject in our study will include determination of contextual education conditions which contribute to the professional development of a future manager, whose scope of work is determined by a set of specific rules that correspond to a particular position, level of management, and the organization itself. There is the role that he/she performs in the course of his/her professional activity (savina, 2014; Verkhova, 2009).

1. Justification of contextual education as a condition for the development of professional qualities of a future manager

In our research, we adhere to the definition that contextual education is the education in which the subject and social content of students' future professional activity is consistently formed using the science language and the whole system of forms, methods, and traditional and new means of education (Verbitsky, 2006).

Our interest in contextual education is not accidental because, first of all, the concept of contextual learning can be one of the approaches that contribute to the effective solution of the tasks of restructuring higher education and its psychological and pedagogical support, which is currently one of the problems of higher education.

Secondly, while the education is being focused on the training of high-quality professionals, contextual education virtually ensures psychological and didactic conditions through the integration of students' educational, scientific, and production activities and through the creative development of the individuality of each future specialist, including the manager. Theoretical studies and practice of applying contextual education at higher education institutions are insufficient for its implementation into manager training procedure. The analysis of scientific developments in the field of managers education and implementation of contextual education of the students over the past ten years has made it possible to determine that professional training, including that of future managers, contains:

- the studies presented by the concepts, systems, frameworks of the discipline and course, a study of certain personal qualities and abilities, and means and psychological conditions of the future specialist's readiness to manage people (Miloradova, Ishkov, 2015; Rosina, 2012);
- over the past decade, there are no surveys of psychologists and teachers regarding the implementation of contextual education at higher education institutions for the purposes of students training.

However, the works on the formation of a personal and professional orientation of students and development of cognitive and professional motivation of higher education institution students can be practically used for professional training (Miloradova, Ishkov, 2015).

As regard to the use of contextual education at the higher education institutions with a full range of psychological and didactic support of the organization's management future employee's training, we can state that this problem is not sufficiently covered in the researches of scientists, and there is no justification for the conditions given by the contextual education for the effective development of professional qualities of the manager.

In our study, we assumed that orientation to the specified justifications of contextual education is a necessary
condition and factor for the development of the professional qualities of the manager. In other words, the main condition for the development of the professional qualities of the manager is the inclusion of the student into the substantive work. It means that within the framework of education which is the main activity of the student, it is necessary to use techniques that are adequate to the future professional activity of the student, including the future manager. According to our assumption, contextual education leads to significant changes in the qualities and abilities of the manager.

The basis for such assumption are:

- conceptual approaches to the activity theory of assimilation of social experience and experience of active education (collective activities of the educational process subjects), the meaning-making category "Context" (the system of internal and external conditions of human behaviour and activity in a particular situation, giving meaning and importance to this situation as a whole and to its components);
- contextual education as the arrangement of transition of students activity from the tangible forms of past experience to the professional activity which has cooperative nature and which is performed in a dynamically changing environment (in the means of arrangement and types of activities, active methods, and learning tools);
- the leading role of collective activity, interpersonal interaction, and dialogical communication of subjects of the educational process (a teacher and students, students among themselves), problematic content of education and its deployment in the educational process;
- within the framework of contextual education, the content of the future professional activity is gradually recreated and general and professional development of the specialist's personality is carried out;
- the content of contextual education is represented in the logic of this subject as a "conserved" past scientific knowledge and the logic of future professional activity (a differentiated model of a specialist with a description of the system of basic professional functions, problems, and tasks); perception of professionally important qualities becomes more adequate;
- contextual learning ensures consistent modeling of the content of professional activity of specialists in the forms of students' activities (the composing aspects are substantive and technology aspect and social aspect);
- contextual education motivates educational activity, makes it meaningful and productive, and makes cognitive and professional motives inter-conditional and intervariable; guides the students within the holistic spatiotemporal context "Past–Present–Future", where the students understand the "frozen" samples of theory and practice, cognitive activities performed by them, and modelled situations of professional activity; cognitive motivation in education, the focus of which is associated with the level of student's acceptance of the value of self-actualization, is transformed into professional motivation by the end of education;
- within the framework of contextual education, there is an orientation towards the upcoming professional activities is realised, the ability to perform professional activities is formed (Romanova, 2018);
- the methodology of contextual education does not deny other approaches and offers to use any forms, methods, and procedures applicable within the framework of other approaches; the student who masters the norms of competent subject actions and norms of relationships between people, in the course of individual and joint analysis and resolution of "professional-like" situations, progresses both as a specialist and as a member of society, and professional qualities of the future manager may progress as well (Johnson, 2002; Verbitsky, 2006).

The psychological and pedagogical research practice of higher education institutions shows that in relation to the participants of the teaching process, during which the students are prepared for professional activities:
students are ready for active learning, they are allowed to uptake the information by psychological capabilities (such capabilities of mastering project are reflected in the age specifics of students) and by psychological readiness of students (shaped mental processes, qualities, and abilities of the student’s personality affect the uptake of the components of action in the performance of active cognitive activity);

the higher education institution teacher has a certain theoretical and practical base in the sphere of the use of contextual education: carries out transition from the academic educational activity (lectures, seminars) to quasi-professional (business games) (Leontev, 2017), and then to educational and professional (the diploma project, practice); fills the activity of students with dynamic actions (the innovative technologies ensuring communication of anticipation and reflection, i.e. mechanisms of regulation of understanding, thinking and in conscious activity in whole, what allows to see the category "Context"; valuable and semantic reference points, etc.).

We believe that the arguments we have put forward in favor of contextual education suggest that it is a reasonable condition for the development of the future professional, including an employee in the field of organization management. Due to its influence on the students, there are positive changes in the basic professional competencies, which are the content of the professional qualities of the manager. Contextual training itself cannot be an obstacle to the assimilation of the content of the actions inherent in it, which contribute to the development of professional qualities of the future manager, as two participants of the teaching process (the student and the teacher) have the prerequisites for the implementation of contextual education in practice.

2. The problem of implementation of contextual education in the development of professional qualities of the future manager
There have been significant changes in higher institutions of professional education over the past decade, which can serve as the basic conditions for the implementation of contextual education in the development of professional qualities, including those of the future manager:

orientation to a new paradigm of education and the competence-based approach with its technological and didactic provision made it possible to take certain steps in better preparation for the professional activity of the student, including the future manager;

theoretical research and practical recommendations in the sphere of an organization of training regarding innovative technologies;

implementation of psycho-didactic and methodological training of higher education institution teachers within the framework of the implementation of students training with a focus on a new educational paradigm;

there is a theoretical justification of contextual education as a condition for the shaping of professional competence of the student (bachelor, master) as well as research on some parameters of the use of contextual education (the relationship of cognitive and professional motives, personal and professional orientation, etc.) in training.

The analysis of the existing conditions of the implementation of contextual education at higher education institutions allowed us to conclude: there are not enough inventions on the problem of development of professional qualities of the future manager. Thus, for the system of functioning of the contextual approach in the education of future managers, the goals, forms of training, methods, and technologies that would be not only adequate to the logic of the deployment of the content of contextual education but also take into account the task of effective development of professional qualities of the manager have not been developed and chosen. In other words, there is no corresponding technological and didactic support of education in the context approach (integration of
educational, scientific, and production activity of students, conditions for the creative development of the individuality of each student, including the future manager).

Preparation of the student for professional activity, including the development of professional qualities of the future manager, within the framework of a certain subject, is carried out by the teacher, so we define the actions of the teacher of the discipline in order to provide technical and didactic support of training in the context approach.

Step one. When choosing any method of training, the teacher must comply with the principles, set learning goals, and take into account the content of the program material, the conditions under which the educational process takes place, the contingent of students, the spheres of their professional education, and their individual preferences. We express our full agreement with the principles of contextual education, by which we assume to be guided in the process of managers training. However, with regard to the topic of our study, the teacher of the discipline, when implementing contextual education, should choose the purpose: for the development of what socially and professionally important qualities (competencies) of the manager, the educational process is organized?

Step two. When selecting the content of contextual education as the development of educational, quasi-professional, and educational and professional activities, the teacher prepares the tasks in the logic of the content of the discipline (this is nothing but a model of a manager), and to them, problems (problem situations) compiled with the orientation to the content of the program material and the educational text of the discipline. Additionally, for the implementation of social components in the model of a manager (the ability to work as a part of a team, to be a leader, etc.), appropriate tools for joint activities of teacher and students should be selected, during the selection of which one, it is recommended to be guided by the logic of the deployment of the content of training.

Step three. The role of each participant of the teaching process in the methods and technologies of teaching chosen by the teacher is defined (the material can be forms and methods of teaching, both innovative and traditional, which correspond to semiotic, imitational, and social teaching models in contextual training); the instruction of the sequence of actions in a problem situation is being developed.

Step four. Professional actions of a manager differ in their qualities and functional responsibilities, therefore, the teacher must select such technologies and teaching methods that would effectively influence the development of the professional qualities and abilities of the future specialist. In other words, as we assume, a higher education institution teacher must select the conditions for:

- the development of individual peculiarities of the manager's personality (creativity and intelligence, achievement motivation, social competence and his/her own credibility);
- performance by the future manager of the functions (development of plans and working procedures, control performance (project-based education));
- having communication skills, owning methods of managing people and organization, having negotiation skills, managing innovation activity.

Thus, step-by-step preparation by the teacher of the technology-didactic accompaniment of the contextual approach will enable to perform contextual education.

3. Conclusions

1. Analysis of the implementation of contextual education in the development of professional qualities of the future manager helped to suggest that this problem should be solved in the context of contextual education.

2. The reasonable conditions that allow developing the future professional, including the employee in the
sphere of organization management, according to our assumption, are provided by contextual education which can influence on the development of professional qualities of the manager.

3. The following basic conditions have been created for the implementation of contextual education at a higher education institution for the purpose of effective development of the professional qualities of a manager: the orientation to a new educational paradigm and a competence-based approach, theoretical research and practical recommendations in the organization of education using innovative technologies, the implementation of psychological and didactic and methodological training of higher education institution teachers, the theoretical basis of contextual education.

4. The practical implementation of the ideas of contextual education in the process of development of professional qualities of a manager in higher education institutions involves creation by the teacher of the discipline of appropriate technological and didactic support, which allows to take into account development of personality qualities and abilities of a manager within the framework of the context approach.

These conclusions suggest the reasonability of contextual training use as an effective development of the professional qualities of a future manager.

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